

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter elaborates research method that is used in conducting the research. In this part, the researcher would explain the research design, research subject, research instrument, data collection, and data analysis.

#### **3.1 Research Design**

Research design takes an important part for researchers to give an early representation of their research. Creswell (2012) speculates that research design is a set of procedures to help research in conducting their planned research. It covers data collection, data analysis, and report writing.

The general types of research are classified into 2, there are quantitative and qualitative research. They are having some differences, for instance, the purpose, design, approach, tools, sample and the analysis. Quantitative research employs objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. In contrast, qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings (Ary, 2010).

This current study used descriptive qualitative as the research design. It is because the purpose of this research is to describe an object or subject as the fact (Arikunto, 2013) regarding the registers used by debaters of UKM EDS ILF and introducing those registers in the speaking classroom. The data is classified based on the kind, characteristics, and then conclude the data. Then, both data collection and

data analysis that the researcher used were mostly in the form of explanation and description.

### **3.2 Research Subject**

The research subjects of this study were the members of UKM EDS ILF UMM. There around 40 members of EDS ILF UMM from various semesters and majors. However, not all members were debaters; some focused on public speaking and some of them were only being daily board of the organization. For the research subjects, the researcher selected the members of EDS ILF UMM who focused on debate, routinely attending the weekly class then having experience in joining debate competitions.

In this research, the reason why the researcher chooses the members of UKM EDS ILF UMM as a research subject of this research is that this student organization has great potential and experience, especially in the field of debate. This is evidenced by the many debate competitions that have been won by the members of UKM EDS ILF UMM both from local and national competitions. Then luckily the researcher is a member of this student organization itself, but not as a debater but as a daily board of the organization, so it is very helpful in the process of finding data.

### **3.3 Research Instruments**

Research instruments are the tool used to obtain the data from many sources. In the qualitative research, there are three most common instruments employed such as observation notes/checklist, interview guide, and document analysis. In this study, the research instruments which the researcher applied are observation notes and interview guide.

### **3.3.1 Observation Notes**

Ary (2010) asserts that the observation is a basic method for gaining data in the qualitative research. The most common method of assembling the data collected during observation is the field notes. The researcher may make a brief note during the observation but then later broadens the researcher's explanation of the observation as field notes. In this study, the researcher observed the introduce of debating registers in Speaking class conducted by the speaking lecturer of UMM.

### **3.3.2 Interview Guide**

Ary (2010) asserts that an interview guide is one of the most commonly used and basic methods for obtaining the qualitative data. The interview is such an important way for the researcher to check the accuracy and verify the impression of gaining the data. Interviews are used to collect data from people about opinions, beliefs, and feelings about situations in their own words in the form of description. Moreover, the researcher finds more information by means of interviewing the debaters of EDS ILF UMM about the registers that they are used in the debate. Correspondingly, the researcher also interviewed the speaking lecturer of UMM to find information related to introducing debating registers in speaking class.

### 3.4 Data Collection

Data collection was the method that the researcher used to gather the research data. In qualitative research, the main instrument used to collect the data is the researcher himself (Ary, 2010). There were most common data collection methods used in qualitative research such as (1) observation, (2) interviewing, and (3) document or artifact analysis (Ary, 2010). Since this research was intended to know how registers are used by debaters in UKM EDS ILF and how to introduce the registers used in the speaking classroom, the researcher used observation and interview as the data collection methods.

In collecting the data, the researcher used the following procedures:

- a. Making an appointment with the debaters of UKM EDS ILF
- b. Interviewing some members of UKM EDS ILF
- c. Taking notes of some data related to the register findings
- d. Collecting the data obtained from the interview
- e. Arranging and displaying the data in the form of the table
- f. Introducing registers used by debaters in speaking class of UMM
- g. Taking notes of some introduction stages of debating registers in Speaking Class
- h. Arranging and displaying the data of classroom implementation of registers in Speaking Class

### 3.5 Data Analysis

Ary (2010) postulates that the data analysis is a process of data which involves several stages, they are; organizing the data, coding the data, interpreting the data and representing the data. Data analysis is used for examining the data that had been collected and then the researcher analyzed, so that the researcher can conclude and answer the research problems.

In analyzing the data, the researcher used the following procedures:

1. Identifying the register findings.
2. Classifying the registers.
3. Coding the registers based on their type.

Table 3. 1 Registers found in interviewing some members of UKM EDS ILF

NO.	UTTERANCE	TYPES OF REGISTERS	MEANING OF REGISTERS

4. Validating the data by the help of the linguist.

5. Coding the stages of introducing debating registers in Speaking Classroom conducted by the lecturer by the support of the table as below.

Table 3.2 Classroom implementation stages of introducing debating registers in speaking classroom

Activities in the Classroom	Yes / No	Additional Information
<ul style="list-style-type: none"><li>• Giving explanation about meaning and types of register</li></ul>		
<ul style="list-style-type: none"><li>• Displaying video about debate simulation or debate competition</li></ul>		
<ul style="list-style-type: none"><li>• Asking the students to find out the register in the video</li></ul>		
<ul style="list-style-type: none"><li>• Asking the students to analyze the types of register</li></ul>		
<ul style="list-style-type: none"><li>• Giving conclusion to the students</li></ul>		

6. Drawing the conclusion of the research.